

**Self Evaluation Form**  
**Math methods EDUC373**  
**Classroom Teaching / Math Experience**

**Name:**

**Date of Presentation:** 11/20/08

**What I did to prepare for the lesson / experience:**

Melani and I decided to go with the geoboard activity since they didn't have time to do that again and then we wanted to end on a fun note since this was our last day so we decided to play time telling Bingo, so that they are having fun playing a game and at the same time they are practicing their time telling skills.

**I think that if I taught this same lesson again or had this same experience that I'd...**  
Make the Bingo game even more fun. I think we went through it more slowly. The way that the game is designed makes it harder for students to get 5 in a row and it's for more students than just 5 so I think that the kids even got a little bored with it near the end. When someone finally got Bingo it was almost time to go so we kept playing the same game and let the winner draw the cards and say the time. Anyway, I just wish I could have made it a little more exciting!

**The students...**

Were fine today. They all caught onto the half of the geoboard activity. Lily and Christian would both figure it out by counting the inside area which I thought was great. During the Bingo game Garret wasn't too keen on figuring out what time it was but I think it was because his card was a dud in the beginning and he figured there wouldn't be anything else to put on his card that would matter since everyone else was so close to winning. Christian was really clever and would first just look at all the minute hands and then the hour hands to save time. So if we said 3:15 he's say something like, "I don't have any 15's!" and he was always very quick to find his times. I noticed Allie and Lily would sometimes count from the 12 up by 5's. And Michael didn't even want to try, he just wanted to peak at what it already looked like so I have a feeling that he will need to work more on time telling since he doesn't feel strong in it.

**I learned a few things about Math too! I learned...**

That time telling is faster if you just look at the minute hands sometimes. I mean, usually you already know the hour, right?

**The specific, positive impact on student learning was...**

The students had to apply their previously learned knowledge and practice it in a faster pace setting that was fun!

## Lesson Plan Outline

Names:

Subject: Math

Date: 12/04/08

Time: 10:00-10:45

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### Instructional Objectives:

The students will demonstrate knowledge of properties of shapes.

The students will practice using time telling.

### Washington State Standards:

3.4 A Identify and sketch parallel, intersecting, and perpendicular lines and line segments.

3.4 C Identify and describe special types of quadrilaterals.

### Teaching Strategy:

First, we will use the geoboards since that activity we didn't get to last time. The students will make different shapes on the geoboard and then have to divide it into equal halves. They have to decide whether it is possible or not, and if it is, is there more than one solution? After the geoboards we will get out Time-Telling Bingo to play with the kids (because what kids don't like Bingo?) and have them play that until the period is over.

### Materials to take:

Melani- Bingo, worksheets

Lori – geoboards

### Assessment Strategy:

Did students demonstrate the correct shapes on their geoboards?

Did students correctly place the markers on their Bingo sheet?

Use this to help assess the students' understanding:

1. Yes, the student understood immediately how to do it.
2. Yes, the student understood once it was explained.
3. No, the student did not understand even after explanation
4. No, the student refused to work.
  1. Student is ready to move onto a new topic, building from what is already learned.
  2. Student may need more practice to make the concept concrete before moving on to a new subject.
  3. Student may need a new introduction to the topic or one-on-one extra help. Student is not ready to move onto a new topic.
  4. Student may be frustrated with overwhelming information or just may be having a bad day. Assessment is not possible and student will not be ready to move on to a new topic.

12/11/08

**What I learned as a "teacher":**

At the beginning when I found out that I had to write this I thought I would have a hard time thinking up of something. I was teaching last year and for some reason thought that that one crazy experience made me all-knowing or something, but since then I have realized that because of the entirely different resources available here than I had in Honduras, I have learned a lot!

In the future I will use a good portion of my budget for my classroom on buying manipulatives for math class. I just love having visual aids and that the kids can use them too. I think this is an invaluable resource for them to develop concrete ideas about math that are usually presented so abstractly. And if I don't have the money for it, I will have myself or my students create their own manipulatives.

I also learned that math is lots more fun if you don't go directly by the book. I mean, I think I will use the book for its order of presenting material and to make sure I cover the same things as the book, but I don't want the students believing that they must rely on the book for everything and that the book IS their math class. I remember every class period in some of my elementary classes starting out with, "Take out your math book and turn to page \_\_\_\_." How unexciting and incredibly boring. So probably as a future teacher I will use both the book and my own plans and activities.

The last thing that I learned and probably the most important is that not everyone loves math (okay, already knew that) but because of that, their immediate reaction to math class is "Ugh." But see how much the kids we had on Thursdays were excited about math?! If math is presented in a way that is fun and positive a kid can really feel more excited about math. And even more, if you can make a kid believe that they are smart in math, they may even be just that.

(P.S. The more fun the students have in math class, the more fun the teacher has in math class too! I think that's my favorite thing about teaching. ☺ )